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ABSTRACT

This monograph describes the rationale for the Conference-Research Sequence in Child Care Education Project and reports the outcomes of the project's initial conference. The three-year project is designed to encourage communication among child care educators on a national level by soliciting information and disseminating outcomes of the project. An assessment of current needs in the educational preparation of child care workers and results from a small national survey of the interests and needs of child care educators are presented. Summaries are provided of conference discussions on five topics: scope of the child care field, structure of child care education, curricular guidelines for child care education, research needs in child care, and networking in child care. The final section of the report analyzes some of the major issues raised at the conference concerning child care education for the 1980s. Appendixes include an annotated bibliography of background papers, a partial list of organizations related to child care, and a list of organizations currently involved in credentialing efforts for child care. (Author/JA)

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PERSPECTIVES ON EDUCATING FOR CHILD AND YOUTH CARE PRACTICE

Outcomes of the Initial Conference of the Conference-Research Sequence in Child Care Education

November 1980

Pittsburgh, Pennsylvania

PS 012227

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The Conference-Research Sequence in Child Care Education is sponsored by the School of Health Related Professions, Child Development and Child Care Program, University of Pittsburgh, Pittsburgh, Pennsylvania 15261.
Project Co-Directors: Karen VanderVen and Martha A. Mattingly; Program Coordinator: Carol Porter.

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Editors

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Acknowledgements

This monograph summarizes the initial work of the Conference-Research Sequence in Child Care Education and includes the rationale for the project, the task force organization and planning, and the outcomes of the conference held in November 1980 in Pittsburgh. It is intended to be a progress report which will stimulate feedback as well as interest and commitment from members of the child care field.

The first two years of the project have seen a wide range of involvement from the child care community. People have exchanged ideas, shared program information, and collaborated in planning and writing. As a result of these efforts, we have all made new friends and extended our professional and personal networks across the country and across the ocean.

The publication of this report has been aided by a large number of people. Our consultant, Jerome Beker of the Center for Youth Development and Research at the University of Minnesota, has been a constant source of new ideas and has provided sound feedback from the very beginning of the project. The task force leaders, who took on a difficult and logistically complex task which actively involved them for over a year, deserve special mention: David Austin, F. Herbert Barnes, Barbara Bowman, George Cohen, Carol Kelly, Donald Peters, Douglas Powell and Francis Vandivier. In addition, Sue Doty, Richard Goldman, Mark Krueger, and Paula Roden facilitated the networking discussions at the conference.

Child care professionals from around the country deserve thanks for writing background papers for the conference and for responding to a number of survey requests.

We also thank child care professionals from the local community who served as group facilitators and recorders at the conference: Patricia Ayres, Richard Carney, Thomas Cortese, Jerlean Daniel, Victoria Dimidjian, Winifred Feise, Roberta Gruber, Linda Hewitt, Konrad Kammerer, Louise Pavia, Janet Sinberg, Dale Strok, and Ethel Tittnich.

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in the conceptualization of issues as well as provided the sympathetic ears which we have required from time to time. We have enjoyed working with three outstanding graduate students, Cynthia Rubenstein, Nancy Negrey, and Mary Romeo, who were always responsive to project needs which ranged from addressing brochures to authoring significant papers. Susan Meehan served as administrative intern, organizing registration for the conference and bravely assuming major responsibility for running the conference at the last minute. We thank Denise Esposto and Marlene Leeper for their assistance at the conference. We also wish to acknowledge the work of Mary Ricker Wenk who was the project secretary during 1980 and of Anita Bedeau who has served as a communication link between the project and the outside world. Nancy Levitske who joined the project as secretary earlier this year has made administrative as well as clerical contributions. We especially thank her for the careful preparation of this document.

C.J.P.
K.V.
M.A.M.

PART I

THE PROJECT

Initial discussion about the Conference-Research Sequence in Child Care Education began in the Fall of 1977. Two previous conferences held at the University of Pittsburgh in 1969 and 1974 had indicated that educators involved in preparing practitioners for the field of child care shared many areas of interest and concern. Most pressing was the need for child care to develop a more coordinated, systematic educational delivery system which assured a common knowledge and skill base.

An examination of the existing literature and a survey of educators supported the application for funding submitted to the National Institute of Mental Health, Division of Manpower and Training Programs, in the Fall of 1978. The project was awarded funding for an anticipated three-year period which began in July 1979 and is expected to end in June 1982.

This section presents an overview of the project and supporting evidence for its rationale.

An Overview

Carol J. Porter

The development of the child care field has been steady with a growing interest in professional organization, credentialing, and dissemination of information through publication. A major issue now facing the field is the educational preparation of practitioners and the resulting implications for professionalization. A recognized educational delivery system has a well-documented role in any profession. As long as educational efforts in child care remain uncoordinated, its development into a cohesive profession will lag. The Conference-Research Sequence in Child Care Education was developed out of the need for communication among child care educators on a national level.

Funded by the National Institute of Mental Health, the Conference-Research Sequence is a three-year project which began in 1979 and is sponsored by the Child Development and Child Care Program in the School of Health Related Professions at the University of Pittsburgh. Previous conference in 1969 and 1974 at the University of Pittsburgh articulated the need for shared planning and communication. The activities of the present project follow a sequence designed to solicit information and feedback from a national audience which can then be integrated into outcomes useful to the continuing development of the child care field.

The Process

The term Conference-Research Sequence describes a process of national collaboration briefly outlined in the following phases.

I. Planning (July 1979 - November 1980)

During this phase the conceptualization of issues was developed through a task force model which involved leaders from a variety of aspects of child care (Appendix A). Information was collected in the form of background papers solicited with specific objectives determined by the task force leaders (Appendix C). These background papers were distributed to conference participants in order to serve as the basis of task force discussion at the initial conference.

II. Initial Conference (November 6-9, 1980)

The initial conference was held in Pittsburgh, Pennsylvania and provided the forum for discussion among 150 participants from

all over the country as well as from other countries. Various structures for facilitating discussion were adopted by the different task forces which met simultaneously during the meetings. A summary evaluation of this conference is included in this document (Appendix E).

III. Outcome Dissemination and Feedback (November 1980 - December 1981)

The major vehicle for disseminating outcomes of the initial conference and soliciting feedback on them is this summary document, Perspectives on Educating for Child and Youth Care Practice. It is being distributed to a broad audience in order to gain a wide response. The information received as a result of this effort will serve as a data base for discussion at the second, final conference in the sequence.

IV. Final Conference (December 1-4, 1981)

The organization and work of the final conference, "Education for Child Care Practice: Planning for Tomorrow," is based on the outcomes of the first conference. Additional papers and statements are being prepared to facilitate movement toward the planned outcomes.

V. Outcomes, Dissemination and Evaluation (December 1981 - June 1982)

The outcomes planned for the Conference-Research Sequence in Child Care Education are intended to be vehicles for further thinking and action. To this end, the project maintains a commitment to the written dissemination of information which results from its efforts. Documents which can take the form of recommendations will be disseminated to appropriate audiences, including governmental and regulatory agencies as well as educational and training networks. Another means of dissemination is through the indexed literature, a reasonably accessible resource for both educators and practitioners. The publication of articles which describe, reflect upon, and further the state of the child care field is a primary objective.

An evaluation of the impact of the project will examine the impact of these efforts in the field, both educational and caregiving settings. This information will be distributed to interested persons, including the funding agency, the National Institute of Mental Health.

A Working Definition

A continuing theme throughout the work of this project has been the scope of the field. For example, which domains of practice are included in child care? Do workers in day care settings have training needs similar to those of workers in residential treatment centers? How can one provide an educational experience which prepares practitioners to work in a variety of settings with a variety of children? This type of inquiry has proven productive in that it is only answered through a close examination of tasks, competencies, training requirements, credentialing, knowledge bases and already existing networks. Questions about the scope of the child care field have provided the framework for the issues which need to be addressed.

The project has adopted a working definition of child care as a field which potentially encompasses adults who care for children in a variety of group settings including early childhood day care, day treatment programs, community youth and recreation programs, group homes, residential treatment centers, hospitals, and institutions. It also includes working with families in the home, in extended families such as family day care and foster care, and in schools. Indirect workers such as administrators, supervisors, faculty members, writers, trainers, advocates, and researchers are also members of the child care field. This definition of the child care field is built upon the belief that a knowledge of child development is fundamental to caring for children in all types of settings. Educational efforts which emphasize a broad base of skills will lead to a stronger professional identity among practitioners who are able to realize wider career options.

An objective of the project, therefore, is to solicit participation from as many constituencies as possible. As representatives from various types of settings continue to show interest and find relevance in the issues addressed by the Conference-Research Sequence, the scope of the child care field becomes defined by the presence of the participants in the process.

Participation

The project is continually seeking participation from a broad base of educators and practitioners. An Advisory Board consults with staff regarding needs and priorities in the field as well as identifying potential constituencies who may be interested in the project (Appendix B). A partial list of organizations whose feedback on the process and outcomes will be sought is included in this document (Appendix D).

The staff and Advisory Board urge all members of the child care community to become involved in its process through responding to this summary document, attending the final conference, and sending opinions and information related to project activities. Further information can be obtained from Carol Porter, 212 Pennsylvania Hall, University of Pittsburgh, Pittsburgh, PA 15261 (412) 624-1578.

The Blueprint for Planning: Assessment of Current Needs in the Educational Preparation of Child Care Workers

Karen VanderVen, Martha A. Mattingly, and Sally Towne-Smith

Recent years have seen a burgeoning interest in the educational preparation of child care workers. This is reflected in efforts to professionalize the field through providing new educational opportunities. Educational programs are now offered through two- and four-year colleges, universities, child care associations, and agency-based in-service training programs. Despite these advances, systematic educational preparation is still lacking because the programs are not widely available, there is no mechanism for program and curriculum coordination, and the role of the educated child care professional is not formally recognized.

Therefore, much still needs to be done to provide a coordinated, cohesive model of education for professional practice. This assessment describes the current place of child care education along various dimensions related to developing and expanding professional practice. It also provides the framework which has guided the conceptualization and implementation of the Conference-Research Sequence in Child Care Education. The organization of the paper indicates areas in which collaborative efforts have been encouraged by this project.

1. Shifting Pattern of Children's Needs and of Children's Service Programs

It is widely recognized that the characteristics and needs of children and families are changing (Ouderkirk, undated; Whittaker, 1975). Training efforts must continually assess and respond to such changes in order to effectively prepare personnel. "Given the changing patterns of present and future health care...both professional and non-professional training will have to provide mental health workers with flexible skills and a readiness to accept continuing education or retraining as a natural part of their career growth" (Joint Commission on the Mental Health of Children, 1969, p. 496). Krause (1977) calls for more training to meet the changes and rapid advances in the delivery of youth services. Other authors (Bernstein et al., 1975a, 1975b, 1975c; Chorost, 1978; Goocher, 1976; Hechler, 1966; Linton, 1969; Maier, 1977; Whittaker, 1971) also cite the need for well-prepared child care practitioners to respond to the shifting patterns of children's services today.

Specific changes of the contemporary child populations have been noted. In addition to greater numbers of children in care, many are more severely disturbed (American Association for Children's Residential Centers, 1972; Bernstein et al., 1975a, 1975b, 1975c; Chorost, 1978; Whittaker, 1971), and more have multiple difficulties (Whittaker, 1971). Adolescents are increasingly entering care and are more aggressive (Redl, 1975). There is also a shift in racial distribution of children needing child care service (Bernstein et al., 1975a, 1975b, 1975c). There is increasing recognition of the need for workers to be alert to particular needs and characteristics of black, Spanish-speaking, and other cultural subgroups, and in Canada, to French-speaking populations (Pecora & Gingerich, 1978).

Children have been cited as a target, "underserved" population, and there has been a focus on prevention in mental health services for children. These trends plus current economic considerations all underscore the need for child care practitioners to be prepared to respond to changing patterns of service delivery based on shifting needs of children.

Organizational aspects of the child care system to which child care training must respond include the growing emphasis on accountability and cost-effectiveness (Chorost, 1978), financial austerity (Ouderkirk, undated), and the need to select appropriate placements for children (Bernstein et al., 1975a, 1975b, 1975c; Ouderkirk, undated). A recent trend in the human service professions is also the recognition that the needs of the service provider must also be identified and met. In particular, work stress and its negative impact on staff have been described by Mattingly (1977, 1981) and others. Child care worker stress contributes to greater staff turnover (Mattingly, 1977) and has a negative impact on the quality of care in general. Therefore, educational, professional, and organizational factors related to job stress in the field must be addressed.

2. Need for a Basic Level of Competence

The role of the child care worker has become more complex, encompassing functions which relate to facilitating development or providing treatment. Many still maintain that the intuition gained from having once been a child or having reared one's own children is sufficient qualification for child care work. Such a notion is being rapidly abandoned by those concerned with professionalization. The core of any profession is practitioners with an identifiable level of competence in the specific skills related to the practice of that profession (VanderVen, 1980).

The numerous facets of the role require expertise in many areas (Kuzschinski, 1977), and few colleges or other educational modalities equip the worker with the specific skills needed (Cherost, 1978). Other writers confirm the discrepancy between child care worker preparation and the demands of providing quality care (Alder, 1978; Hechler, 1966; Hromadka, 1966; Kurtz, 1976; Martone, 1978; Mayer & Matsushima, 1969; Pomeroy, 1972). Not only are child care practitioners frequently unprepared to assume their roles, but subsequent education and training of the employed worker is frequently inadequate (Goocher, 1978).

Publications and surveys from relevant agencies stress the need for competent child care practitioners who have received adequate preparation for their jobs (Bernstein et. al., 1975a, 1975b, 1975c; Citizens Committee for Children of New Jersey, 1975; Hromadka, 1966; Ouderkirk, undated; Wilson, 1975). Surveys report the need for upgrading the status of child care workers and providing professional training for them (Mayer, 1972), which would promote professional identification, expand the manpower pool, and facilitate the transfer of knowledge and skill from one institution to another (American Association for Children's Residential Centers, 1972).

Retention of experienced and well-trained child care workers is critical for competent service to children. Writers on professionalization of child care comment that many workers leave the field after two years. This constant turnover mitigates against child care practitioners developing in-depth skills and making a professional career commitment to the field. Also, the continuity of care for children is disrupted.

Stress already has been identified as a serious issue for direct care providers in human services including residential child care and day care (Freudenberger, 1977; Maslach & Pines, 1977; Mattingly, 1977). Attenuation of job performance, job dissatisfaction, and attrition as well as the absence of necessary information and skills to perform the work satisfactorily have been related to situational work stress (Kahn, 1972; Margolis, 1974). A clearer definition of the child care practitioner's identity and appropriate, recognized education may alter job-related stress and enhance professional mobility.

3. Need for Coordination and Communication Among Training and Educational Programs

If educational preparation for child care work is lacking, narrow, or inappropriate in content, the care of children is compromised and opportunities for professionalization and career

mobility of child care practitioners are diminished (Beker, 1974; Chorost, 1978; Obbard & Pavia, 1975).

A lack of coordination and standardization of educational preparation currently exists in the child care field (Beker, 1973a, 1973b; Cristian', 1978; Kurtz, 1975; Mayer & Matsushima, 1969; Rieger & Devries, 1974). While a number of programs have emerged to provide service programs with trained personnel, most of them operate in isolation with varying objectives and content. An analysis of a national sample of child care programs suggested inconsistency and incongruence among them (Obbard & Pavia, 1975). A survey conducted by Beker (1973) revealed that respondents felt the greatest need for change in coordination and communication among child care training programs.

There are several symptoms of this lack of coordination such as the lack of a widely-recognized, appropriate title for the worker with children (Cunningham, 1975). Katz (1977), for example, discusses concerns around the use of the various terms for workers with young children, such as teacher, caregiver, and child care worker. Although this issue may not seem to be a major one, Hobbs (1976) points out that the professional language of various child caring professions has an impact on the provision of care.

There are presently a number of models of educational preparation for child care practitioners conducted under the sponsorship of both academic institutions and non-academic organizations and associations (VanderVen, 1976). The Child Development Associate program offers a credential based on demonstration of competencies which may be gained through experience as well as academic work. Generic, academically-based models include the Child Mental Health Specialist (Rieger & Devries, 1974) and the Developmental Child Care Model of Education (VanderVen, 1975, 1977). The Educateur specialization, prominent as a mode of the preparation for child care work in Europe (Linton, 1969), is conducted in the United States at such institutions as Southern Connecticut State College and Ohio State University. Specific models in residential care include the Achievement Place Teaching Family model (Worl et. al., 1976) and Positive Peer Culture (Harstad, 1976). The Child Life Specialist program prepares persons specifically to work with children in hospitals.

The difficulty is that there is little formal mechanism for communication or coordination among programs. The commonalities that may exist are not recognized as potentially comprising the basis for a stronger, broader-based profession with specialty tracks. Addressing this core issue is one of the greatest challenges ahead for child care educators.

Programs conducted in academic settings, such as several of those already cited, do have the advantage of providing recognized rewards (degrees) for those who complete them. However, these academically based programs only provide a small proportion of the actual preparation for child care work that takes place, and the growing number of non-academically sponsored training programs on child care would have a greater impact were they linked into a formal system of recognition. While there are great educational benefits to participation in conferences, workshops, and other non-academic activities, their effect on professional development and practice would be enhanced by a recognized means of ackowledging successful completion, such as academic or continuing education credit.

The validity of conferences and similar means for encouraging ongoing professional development has been documented: "A program of learning outside the agency should be established...Federal financing should be provided on a regional basis throughout the country for university-based institutes and workshops for child care workers. These should continue for an academic year with the opportunity to earn college credit." (Joint Commission, 1969, p. 124-5). Other authors (Lehane & Goldman, 1976; Mayer, 1972) cite the need to relate non-academic training experiences to receipt of academic credit as well as the need to reduce expense and increase coordination among conferences (Krause, 1977).

The issue of coordination of non-academic training and of formal recognition for participants takes on additional salience when the existence of broad support for such activities, such as Title XX, is considered. Thus, there is a need to examine these training efforts with the purpose of initiating the development of linkages and recognized credits.

4. Training Materials Needed

Training materials available in the child care field are still sparse and frequently not based on sound educational principles. The failure to adequately implement current knowledge and the lack of an effective technology for training child caring personnel is cited by Chorost (1978). Efforts have been made to define competencies but attention to educational methodology has been lacking (Beker, 1973; Kurtz, 1975; Mayer, 1972).

There are presently some materials on child care practice such as the series of manuals comprising the Basic Training Course for Residential Workers prepared by the Group Child Care Consultants of the University of North Carolina (1977), but there is a serious lack of materials in the area of child care with atypical children,

particularly in residential treatment and other specialized settings. Resources focusing on the care of young normal children are more ample, and there is a need for a correspondingly extensive body of educational materials dealing with atypical children.

The need for effective training materials is underscored by the fact that so much child care training takes place in agency-based in-service training. Widespread activity in the area of staff development in child care agencies is taking place, for example, through the Michigan Association of Child Care Agencies' statewide in-service program (MACA In-Service Training Program (Brochure), undated). Other agency-based programs are described in the Spring 1978 Child Care Quarterly. Many writers (Alder, 1978; Bost & Kubicka, 1973; Hechler, 1966; Rycus, 1978; Weber, 1972) describe the significance of in-service training in preparing child care workers to better perform their agency functions, and call for the development of carefully planned and creative in-service programs. For training methods and materials to be effective, they must relate to characteristics of the adult learner and draw on the evolving body of knowledge of adult learning (Maluccio, 1977). Thus, child care educators need not only to develop training materials with new content, but also to put these in a format that is responsive to the education needs of their consumers.

5. Consideration of Credentialing

There is increasing consideration of the relevance of a credentialing system which would recognize the training of child care personnel and contribute to identity and career mobility for the worker. At the present time there is no way to evaluate and compare the disparate training available to workers. Peters' comments concerning the care of young children are also broadly applicable:

> At this time in most of the nation, no unified setting exists for the governance of regulations concerning the certification or licensing of personnel working with young children...the standards vary from state to state, from agency to agency, from facility to facility and from educational institution to educational institution (Peters et. al., 1974, p. 40).

Credentialing systems also can provide practice standards towards which training programs can be oriented (Beker, 1973). Competency-based training and assessment can also contribute towards developing definable outcomes for training (Ellis & Bryant, 1976; Larsen & Hepworth, 1978; Sherman, 1966).

Initial credentialing systems in child care are currently represented in the United States by such programs as the federal Child Development Associate and those being developed by State Associations of Child Care Workers. At the present time, four state associations are certifying child care workers: New York, Ohio, Illinois, and Wisconsin. Michigan and Pennsylvania plan to institute certification procedures in the near future and several other state associations have formed committees on credentialing. The National Organization of Child Care Worker Associations also has an active Committee on Education and Training. In addition, the Association for the Care of Children's Health has developed standards for care and is preparing to discuss standards for Child-Life personnel in the near future. Despite these advances, the various efforts use substantially different criteria for assessment and evaluation, and apply to a limited geographic area and/or a limited segment of child care practice.

Thus, further study is needed to develop a general agreement about the knowledge and skill base of child care which could result in the formulation of training guidelines. This foundation could then serve as a broad base for a credentialing system. Special attention will need to be given to the clarification of various levels and types of practice. In addition, child care has the opportunity to use the insights, particularly about the pitfalls of credentialing, painfully acquired by other helping fields.

6. Necessity for Research Activity

If child care is to become a mature helping field, it is essential that training and practice be supported by a substantial foundation in research (VanderVen, 1975). Unfortunately, workers engaged in both direct and indirect work with children seldom consider research an essential aspect of practice and often view research findings as unrelated to their work (Hagan & Mattingly, 1973; VanderVen, 1977).

In child care, the research base must provide a foundation for sound practice and expand the child development literature to include the effect of specific child care practices on various modes of children's functioning (Tizard, 1975) as well as policies, management (Toigo, 1975), placement criteria (Tizard, 1975), and institutional care (Mayer, 1972). In addition, the role of research in improving training is essential (Cordori & Cowles, 1971) and must move from the descriptive level to a more substantial analysis (Maluccio, 1977). Dusek (1974) suggests examining children's behavior as it is impacted by the education of caretakers who work in various child care programs. Such research findings can then be utilized in training programs along with a consideration of

adult and program characteristics. With a sound research basis appropriate information can be presented in an educationally effective manner.

Conclusion

In order to assure that workers create a developmentally-oriented, therapeutic life space for children, the profession must examine the internal organization of the field. It must further extend its impact to the people and programs who are still outside the scope of current educational and organizational activity. In doing so, child care will continue to define itself as a unique profession related to, but different from, other disciplines which also provide professional services to children.

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Survey Results on Interests and Needs of Child Care Educators

Cynthia E. Rubenstein

One activity of the University of Pittsburgh's School of Health Related Professions, Program in Child Development and Child Care, has been to sponsor conferences on child care education, aimed at enhancing the quality of child care practice. The first conference, held in 1969 (Besaw, 1969) focused on building curricula for a child care career ladder. In 1974, another conference was centered on designing training programs according to the needs of children (VanderVen, 1975). The combined effects of the first two conferences influenced educators' interest in the present move toward professionalization. The Conference-Research Sequence in Child Care Education was proposed to advance this process.

In order to discover current interests and needs of child care educators, a national survey was conducted (VanderVen & Mattingly, 1978). An open-ended questionnaire was sent to 200 child care educators around the country; 41 responses were received. The programs represented were termed child care (9), early childhood education (8), home economics (1), human services (1), family studies (3), child development (6), psychology (1), social work (2). One professional child care association also was included in the sample. The content analysis of the questionnaire was included in the rationale for the Project submitted to the National Institute of Mental Health.

Results

One group of questions solicited opinions on the following: 1) need for a description of the structure and characteristics of training activity in the child care field, 2) need for defining the scope of the field of child care (i.e. defining its knowledge base and roles played by practitioners), 3) basic research needs in the field of child care practice, 4) the major needs for training materials and resources, and 5) the needs of children that could be met through the education of child care practitioners.

Structure of Training Activities

Many responses (19) favored a description of the structure of training which would lead to communication and coordination of the diverse programs, to improvement of programs and standards, to the definition of qualifications at various levels, and to the illustration of the similarities and differences of training models.

Sample comments were:

"Anything that a conference could do to clarify the rather chaotic state of child care training would be all to the good."

"Need to separate child care programs geared towards employment, and traditional child development."

"Description of status quo a waste of energy"

Scope of the Field

Respondents outlined the definition of the scope of the field as requiring agreement in the following specific areas: a common body of knowledge, a research and theoretical data base, and training geared to the role of a practitioner which encompasses the basic needs of children.

Sample comments were:

"...we need to act in concerted way now!"

"Such a definition is necessary and if it doesn't come soon, others are going to formulate the definition within their own frame of reference."

"More knowledge of child development applied to child care training and practice."

Research Needs

Various areas of needed research in child care practice were identified. Examination of treatment or program outcomes (10) and a study of the curriculum needed to prepare practitioners (9) had the highest frequency of responses. Other needs mentioned in the responses included research on the quality of practice and on interactions among persons involved in child care.

Curriculum Needs

The responses concerning the necessary training materials and resources in the child care field were too varied for detailed categorization. Comments on current materials and resources pointed to the need for a wider range of high quality materials. The designated content areas in which materials were seen as needed included children's health, cognition, crafts, placement, separation, self-knowledge for professionals, staff-parent relationship, work with handicapped, and curriculum planning.

The needs of children that could be met through the education of child care practitioners centered on various social, emotional, and cognitive aspects. Acceptance, individual care, independence, self-concept, and opportunities for creativity were emphasized. Competency in work with parents was also seen as a necessary educational component in meeting children's needs.

Sample comments were:

"I think anyone who cares for children should have basic knowledge of child growth and development and how to provide life experiences that facilitate healthy personal, social, emotional, intellectual, and physical development."

"...increased education of the practitioner...would enable the child to move through the stages of growth and development, attain a reasonable self-image, and move steadily toward a self-directed maturity."

Networking Needs

A second group of questions assessed interest in attending further conferences and requested ideas for applying outcomes to their own work. Opinions on the need for communication networks and interest in the formation of a National Association of Child Care Educators were also requested.

Interest in attending an additional conference was expressed by all respondents. Time constraints, cost factors, and logistic concerns were mentioned as possible barriers to attendance.

The largest number of respondents (22) indicated that they would integrate the results of the conference into teaching and/or continuing education activites. Other anticipated outcome applications included clarifying research questions, helping agencies to improve programs, and strengthening an existing child care association.

Sample comments were:

"Direct application to TITLE XX Day Care Training Project."

"Probably I could use some of the information in my role as a representative for the CDA consortium."

"Am vitally interested in sharing ideas and making things happen."

There was general but not total agreement on the need for a communication network among child care educators with an expressed interest in forming or joining a National Association of Child Care Educators. However, the need for another professional organization was questioned, and its possible inclusion into existing groups was proposed.

Sample comments were:

"Yes, no current mechanism seems to be doing the job."

"Not much need (for another organization) here."

"I would like to share ideas, resources, program developments with other educators."

"Yes, I feel quite strongly on this issue (professional organization)."

"Yes, depending on the organization and goals."

"Do not think another professional organization is needed."

Impact of Previous Conferences

The last question assessed the perceived effects of the 1969 and 1974 conferences on the child care field. The respondents who either attended or were familiar with the prior meetings reported that the material was useful in program planning, and in validating existing programs. The majority of respondents were not familiar with the conferences but supported the policy of on-going conferences.

Sample comments were:

"We used materials from 1969 conference in our efforts to reorganize the training of child service personnel. They were very useful."

"1969 conference publication helped validate the work that was being 'pioneered' (unfortunately) in many agencies throughout the USA."

"Disappointed I did not know of such conferences."

"...did not attend either of these conferences but...improvements needed because of increasing numbers of working women, mobile population, increasing expectations by consumers, increasing visibility because of the U.N. Year of the Child in 1979."

Conclusions

The needs survey provided concrete opinions and perceptions about the field of child care from some educators, and it supported the rationale of the Project. The survey highlighted the willingness of educators to convene for the purpose of advancing the field through assessing concerns related to professionalization. Although individuals with diverse backgrounds and priorities responded to the questionnaire, the survey results were characterized by more commonalities than differences.

The consensus of needs expressed by respondents led to the task force topics of the first conference. The Scope, Structure, Curriculum, Research and Networking Task Forces tackled the areas noted in the questionnaire.

The questionnaire informally assessed the impact of the previous conferences. The lack of knowledge about the 1969 and 1974 meetings stimulated the development of a broad-based publicity network for the 1980 conference. The publicity was intended to reach a wide audience of both educators and practitioners who would be informed of the meeting and encouraged to attend.

The common concerns of child care educators about the existing and future conditions of the field were voiced in the results of the survey. It is these concerns which led to the conceptualization of the present project and which directed its planning and implementation.

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PART II

TASK FORCE OUTCOMES

The work of the Conference-Research Sequence in Child Care Education preceding and during the initial conference was organized by the leaders of five task forces. Conferees participated in one of four task forces: scope of the child care field, structure of child care education, curricular guidelines for child care education, and research needs in child care. Participation in the fifth task force on networking was open to all.

The task force concept was used as a means of focusing initial discussion on the many complex issues facing the field. It is recognized that the formation of discreet groups is somewhat artificial, however, defining areas of discussion allowed a full and detailed exploration of key issues.

The following summaries report the outcomes of the task force discussions.

REPORT OF THE SCOPE TASK FORCE

Scope of the Child Care Field

F. Herbert Barnes and Barbara Bowman

Child care work has only recently been identified as an emerging organized field. In contrast to the established caring fields which derive their identity and definition from a shared and publicly recognized training requirement, child care work struggles with multiple fragmented definitions. Both child care educators and practitioners are limited by the absence of a broadly considered conceptualization of the current field and the subsequent potential for its development. This task force through the papers solicited, the survey conducted, and the presentations made at the conference attempted first to clarify and elucidate the current state of the field.

Background papers were prepared by F. Herbert Barnes, Connecticut Junior Republic; Barbara Bowman, Erikson Institute; Brother Joseph Jozwiak, LaSalle School; Philip Kaminstein, Berkshire Farms Institute; Edgar Klugman, Wheelock College; Martha Mattingly, University of Pittsburgh; Ray Peterson, Oregon State Hospital; and Romolo Toigo, Berkshire Farms Institute. (For more details, see Appendix C.)

A survey asked respondents to comment on child care work as a professional activity. Those from the residential domain were substantially in favor of professionalization while those from the early childhood domain were almost evenly divided. There were some reservations about professionalizing the field, via. pessimism since so little progress has been made; characterization of the field as a specialization of education or human services, or an appropriate stepping stone toward related professional careers; fear that graduate training will compromise empathy.

There was general agreement from survey respondents that 1) society does not highly value services for children and thus, it is unlikely that adequate resources will be available; 2) child care practitioners, for the most part, have low status and inadequate salaries; 3) child care is a professional activity with varying levels of skill and expertise but is not yet a profession.

This conclusion was also supported by other task force work which pointed out that child care is currently caught in some confusion between being an occupation or profession. This is in part due to substantial differences of opinions both among child care practitioners and among others closely related to child care work such as administrators, other professionals, and consumers.

At the conference in November the Scope Task Force set an agenda to further elucidate the current status of the field of child caring work. Presentations were made by major organizations which represent a child care practitioner viewpoint on various types of child care work: National Organization of Child Care Worker Associations (Ralph Kelly), Association for the Care of Children's Health (Mary Evans Robinson), National Association for the Education of Young Children (Marilyn Smith), the National Youth Work Alliance (Tom McCarthy), and the National Alliance of Mental Health Workers (Angela Holweger). The credentialing activities of the Child Development Associate program (CDA), the National Organization of Child Care Worker Associations, and the Child Life Study Section of the Association for the Care of Children's Health were also described. These presentations were received with enthusiasm and increased the awareness of most participants of groups and activities in the field.

A presentation by Evelyn Moore of the National Black Child Development Institute, Inc. suggested that the various domains of child care work may operate on very different models and assumptions. It was particularly noted that the use of models with a pathology bias in work with healthy young children would be particularly damaging to minority groups.

The outcome of the discussions reaffirmed that there certainly is not a unified profession at this time. Participants from various types of child caring work perceived substantial commonality among themselves. Proposals to consider issues from a fragmented point of view were rejected in favor of looking at the issues from a broad field perspective. Agreement was reached on the need to identify broad elements which describe the field and transcend types of children and settings as well as to identify practice specific knowledge and skills.

Developmental support for healthy children, prevention, special developmental support for the handicapped, and restoration and re-education toward good mental health are all part of the caring and teaching mission of the field. The child life worker, child care worker, youth worker, and early childhood educator are focused on health, both physical and mental, and creating enhancing developmental experiences and therapeutic interventions. Child care is

wellness-oriented and illness-prepared, within a holistic context. Regardless of the type of child or setting, practice in the life-space necessitates continuous contact with youngsters. There is a special emphasis on the use of groups and of shared experience in specific environments. Life-space practice also intensifies the impact of the values and ethics of the field.

Equally important is the rich interdisciplinary, cross-cultural, and multi-occupational birthright of this field. This base provides the artistic and scientific framework for mutual support and the development of the profession.

As the field struggles with the issues of scope and professionalization, a collaborative model of organization, as an alternative to the hierarchical exclusionist modes of allied fields, needs to be considered. Such a model would allow for the necessary input from other groups including but certainly not limited to parents, minorities, and clients. Rather than a formal professional structure, healthy cross-fertilizing alliances may be needed at this time.

REPORT OF THE STRUCTURE TASK FORCE

Structure of Child Care Education

Donald Peters and David Austin

The task force examined the existing structures of child care education through review and response papers prepared for the meeting. Review papers were prepared by Millie Almy, University of California at Berkeley; Karen Blase, Father Flanagan's Boys' Home; and Richard Small, Governor's Advisory Committee on Children and the Family, Boston, MA, and Floyd Alwon, Walker Home and School. Response papers were prepared by James Garbarino, The Pennsylvania State University; Laurie Garduque, The Pennsylvania State University, Ronald Madle, Laurelton Center; and Ellen Winkelstein, Roosevelt University. In addition, comments were prepared by David Austin, Community Foundation for Human Development, and Donald Peters, The Pennsylvania State University. (For more details, see Appendix C.) Discussion at the conference took place within the whole group and later, in four subgroups.

Whole-group Meetings

The outcomes of the general discussion dealt with five major issues: education versus training, commonalities between day and residential care, distinction between certification and education for competencies, professionalism, and national organization. Several underlying themes recurred throughout these discussion.

Education versus training. The group seemed to reach consensus that both education (transmission of a knowledge base and a way of problem solving) and training (orientation to a job and skill training) are needed but preferred to differentiate the structure of the delivery of education around three broad areas: in-service training (agency-based activities not associated with academic credit); during-service training (continuing education efforts that are community-based and tailored to agency personnel needs, yet are academic credit and degree oriented); and pre-service training (education and training for those not yet in the field).

Commonalities between day and residential care. Although the group strongly supported the union (in some form) between day care and residential care education, the group was split as to whether a further need existed for expanding to adult day and residential caregiving.

Certification and competency. There was much discussion on what is meant by competency, certification, and their relation to quality care. Generally, the group seemed to endorse an open-entry system with some pre-service and during-service commitments. The group was mixed as to whether certification should rest upon academic credential or field-based demonstrated performance.

Professionalism. There was a wide range of opinions on the professionalism issue. What was clear was that simply calling oneself a professional accomplishes little.

A national organization. Several different conceptions of an organization of child care educators are possible. The one that seemed to have the greatest, but not unanimous, support was one that linked with existing associations that are open to the largest potential group of participants.

In the discussions of these issues, three areas of concern were articulated:

1. Concerns of semantics--Are we talking about the same thing?

2. Concerns of mutual respect--Are others being paternalistic toward child care workers? Shouldn't there be a "healthy skepticism" of academics?

3. Concerns of practicalities--How can we market what we do? Can education help in this?

Small-Group Meetings

The outcomes of the subgroup meetings have been combined; the ideas expressed do not represent consensus within or across subgroups. Most of the discussions followed the organizational format of this report.

Student Population

The potential population of students for education and training includes the large body of "hands-on" child and youth workers in the field including supervisors of line child care workers and managers of child care settings. A smaller number of specialists practicing in child care settings (eg. family work, community organization, nutrition, health) also seek training in child care.

There exists a great variability among these individuals. A substantial number has some college and/or a degree. They tend to be mature adults (median age: 25-30) and represent a variety of ethnic backgrounds; most workers are women, especially in day care. A wide range of personal and professional needs are brought to the educational arena. A knowledge of these characteristics allows for better planning and, as in work with clients, creates the opportunities to develop individualized programs. For example, if a group of trainees includes people who are dealing with the developmental issues of adulthood, opportunities for personal growth may be built into the program. Most students share the need for a recognized credential, advisement, and support. In addition, programs should take into account the lack of mobility, time flexibility and money which characterize many potential students.

Training/Education Structural Characteristics

Education and training for child/youth care practice should take place in universities and community colleges granting college credit and degrees, and also through flexible, non-traditional partnerships between private agencies, state organizations of child care workers, and universities/colleges. These non-traditional academic partnerships should specifically include programs offering credit/degrees in off-campus, community-based settings; programs modified to meet the needs of working adults; and programs accessible to students not previously included in the traditional academic population.

A balance of theory and practice should exist across all levels of education and training. Early exposure to field experience is necessary, and supervised field experience which teaches specific competence skills should be part of child care education at every level. The nature of these practicum experiences can meet the needs of the student. For example, more advanced students might assume administrative internships.

A suggestions was made for some form of a National Council for Child Care Education (including both child care practitioners and educators) with responsibility to set basic standards of education and training for professional child care at all levels; act as a mediating body in the development of a range of academic and non-traditional education programs relevant to the real needs of child care workers in the field; and serve as a clearinghouse for information regarding available training programs, regional variations and needs in child care education, curriculum resources, etc.

Training/Education Delivery

Good working relationships between agencies and educational institutions are essential. Having an advocate for the university at the agency and an advocate for the agency at the university may help recognize mutual interests and the need to match needs and policies. Logistical arrangements such as release time, pacing of program, and completion timing must be flexible.

Theoretical information may be delivered in an economical, mass-disseminated way but skill-oriented training and supervision must be delivered live to assure rapport, relevance and follow-up. In general, child and youth care curricula should stress the generic core of caring through flexible materials and experiential teaching tools.

Evaluation based on specific, observable competencies should be an essential part of child care training. Field work, in particular, should be evaluated jointly by the student, the field liaison person, and the child care educator.

Instructor Characteristics

There was strong, but not universal, support for the notion that child care educators should be persons with experience in direct line child care and should have academic and field credentials relevant to their trainees' needs. A crucial variable for the educator might be a primary commitment to the profession of child care rather than to some other field. In addition, educators should have knowledge and experience in teaching adults.

Personal characteristics should include a sense of being personally responsible, sensitivity and reception to feedback, flexibility and an appreciation of humor among others. Instructors should be consistent, good models. If removed from the field, they should make efforts to re-orient to the practice world to maintain relevancy in their teaching.

Unresolved Issues

The individual subgroups were unable to reach consensus in the following areas: certification, screening of students out of the field; the definitions of profession, professional and child care; child care as a separate academic department; and control of the profession.

REPORT OF THE CURRICULUM TASK FORCE

Curricular Issues in Child Care Education

Carol Kelly and Frances Vandivier

The deliberations of the Curriculum Task force were conducted in discussions of three subgroups as well as within the total group. This report represents a synthesis of the material from all of the discussion groups. The small groups were led by Patricia Ayres, Health & Welfare Planning Association, Pittsburgh, PA; Richard Clugston, University of Minnesota; and Roy Ferguson, University of Victoria. In addition, background papers were prepared by Carol Kelly, California State University at Northridge; and Karen VanderVen, University of Pittsburgh.

This report is organized into the following five areas reflecting the material generated: major functions of child care work, core curriculum in child care, contextual issues for curriculum design, curricular guidelines, and future directions.

I. Major Functions of Child Care Work

A. To keep the child safe, i.e.,to provide appropriate attention to physical needs and environment and to protect from situations which would jeopardize physical and mental well-being

B. To enhance the child's functioning, i.e., to use the self and one's professional skills to actively promote the positive development and healthy social, emotional, physical and cognitive growth of the child

C. To use the self effectively in the child care practitioner role, i.e., to interact with children in ways encompassed by the particular function of the child care worker and to utilize the environment in which child care work is practiced in the service of children

D. To interact effectively with the community, i.e., to utilize the particular expertise of child care practitioners to secure and coordinate appropriate services for children in their care; to provide child advocacy from the child care perspective; and to enhance and interpret the professional function of child care

II. Core Curriculum in Child Care

A. Knowledge

1. Children
   Normal development: physical (including nutrition, physiology) cognitive, social, emotional, interaction between physical characteristics of child and environment
   Developmental interferences: atypical development, emotional disturbances, physical handicaps, developmental lags

2. Adult
   Stages of adult development
   Parenthood as developmental stage

3. Family
   Child as part of family
   Meaning of child to family
   Family influences on child

4. Self
   Personal development
   Values and attitudes
   Individual differences

5. Systems
   Family as system
   Institutions and organizations
   Community
   Cultural, political, economic, and legal influences on children

6. Profession
   History
   Scope of field
   Current status and issues
   Ethics
   Professional/career development

7. Theoretical Approaches
   Developmental theories, e.g., Erikson, Piaget
   Treatment theories, e.g., therapeutic milieu, behavior therapy, social-educational approaches

8. Programming
   Theory and practice of activity programming and environmental design
   Determination of treatment goals
   Models and concepts of program planning
   Facilitation and meaning of play
   Expressive and ego building approaches
   Occupational and hobby areas

B. Skills

1. Interpersonal interaction and communication
   Life space interviewing
   Counseling
   Modeling

2. Behavior management
   Use of routines and life space
   Environmental design
   Positive discipline

3. Group process and dynamics

4. Parent education and guidance

5. Treatment planning
   Objective setting
   Implementation
   Evaluation
   Team collaboration

6. Assessment
   Observation
   Critical analysis and interpretation
   Recording

7. Special situations
   Separation
   Crisis intervention
   Stress

8. Basic health care
   First aid
   Physical care
   Effects of medications

9. Professional skills
   Professional writing, e.g., reports, publications
   Oral communications

10. Indirect skills
    Accountability and evaluation
    Staff development and supervision
    Administration

III. Contextual Issues for Curriculum Design

A. Purpose of the education program

B. Clients served by programs, e.g., students, agencies, community students

C. Resources and constraints

D. Administrative home, i.e., school or department which sponsors program

E. Instructor requirements

F. Design of program: balance of general/specific; content/method; course/field work

G. Entry level characteristics of students

H. Credit assignment for demonstrated competency

I. Mechanisms for input from program consumers

J. Program relationship to local/national system of employment/ training; credentialing

K. Program evaluation: method and source

IV. Curricular Guidelines

A. Curricular Structure

1. Child care education should be based upon practice outcomes of learning and should encompass affective, cognitive and expressive objectives.

2. Liberal arts should be a fundamental base upon which core and specific education is built.

3. Theory and practice should be taught concurrently.

4. Curricular content should be developmentally sequenced, in line with both content and learner characteristics; knowledge and skills should be cumulative (the spiral concept).

B. Curricular Values
Curriculum should encompass a conscious socialization process with emphasis on values clarification:

1. Children and youth should be viewed as persons; a commitment to advocacy on their behalf is essential.

2. Students are active participants in their learning experience.

3. Both teachers and curricula should model goals for the practitioner.

4. Structure and content of curriculum must be practitioner-oriented and may transcend traditional educational formats in alternative modes of delivery that ensure competence.

5. Social interdependence of human beings should be recognized.

C. Curricular Content

1. A generic core should be included in the child care curriculum which permits career flexibility as well as client and setting transferability.

2. Specific orientations should also be included.

3. Problem solving skills not tied in to any particular job should be included.

4. Knowledge and skills must be embedded in historical, theoretical, and social-political contexts that affect both clients and practitioners.

5. The impact of organizations and political structures on practice and their implications for effective work on behalf of children and youth must be stressed.

D. Field Work

1. Field work is an essential component of any child care curriculum.

2. Knowledge prerequisite to entry and other levels of field work needs to be identified.

3. Field placements should be related to the developmental stage of the practitioner.

4. Performance competencies for field work must be identified.

5. Standards for placement sites must be set.

6. High quality supervision is crucial.

7. Cooperation between the academic program and agency is essential.

E. Students

1. Screening and ongoing evaluation of students is necessary, since the person who is the potential practitioner is critical.

2. Practitioners need to recognize that they are in a process of personal and professional development and be encouraged to reflect on this, thereby increasing their self-awareness.

F. Teaching strategies

1. Strategies should be related to learner developmental characteristics and learning styles.

2. The learning process should be humanistic.

3. Self-directed learning should be encouraged.

G. Evaluation (involving faculty, students, and field staff)

V. Future Directions

A. Clearly state questions which need answers, i.e., what is unique about education for child care workers.

B. Similarities and differences between child care and other human service areas need to be considered.

C. Curriculum balance needs to be defined: liberal arts/professional, generic/specialization, knowledge/skill, classroom/field, normal/atypical, direct/indirect care.

D. Standards for field placement are needed.

E. Faculty/student ratio needs to be established.

F. Characteristics of qualified child care educators need to be defined.

G. Should there be a program accreditation process?

H. Relationships with clinician certification processes need to be established.

I. What relationships need to be established with external organizations in reference to curriculum design and content?

J. Academic levels and appropriate content and skills need to be articulated in sequential form.

K. Ways of ensuring competencies through alternative educational formats need to be designed.

REPORT OF THE RESEARCH TASK FORCE

Research and Child Care Education: Issues and Recommendations[1]

Douglas R. Powell

Is there a role for research in the education of child care workers? If so, what type of research might make an important contribution to the development of the child care field? What questions do researchers need to address? What steps might be taken to increase the level of research activity regarding child care?

The above questions guided the deliberations of the 25-member Research Task Force during the November 7-8, 1980 conference of the Conference-Research Sequence on Child Care Education. The work of the Task Force was aided by prepared presentations by Professors Lilian Katz, University of Illinois; Joseph Stevens, Jr., Georgia State University; Joan Costello, University of Chicago; Sally Kilmer, Bowling Green State University; Henry Maier, University of Washington; and Haydn Davies-Jones, University of Newcastle-on-Tyne. In addition, background papers were prepared by Carol Porter, University of Pittsburgh; George Cohen, University of Maryland; and Douglas Powell, Wayne State University. (For more details, see Appendix C.)

Role of Research

There was general agreement that there is an important role for research in the education of child care workers. Two forces were identified as having a potentially major influence on the amount of attention given to child care research (Powell, in press). First, as child care workers seek to enhance their professional status through increased specialization there will be a growing need for an empirically-derived data base pertaining to child care practices. Most upwardly mobile occupations such as child care foster a research component as they attempt to secure professional status; research knowledge is sought in an effort to develop a technology of the occupational group. Second, as American society increasingly utilizes out-of-home child care for young children, it is likely to turn to social and behavioral sciences for answers to questions about quality and effects. Americans have a long-standing commitment to science and technology, and past eras of child study have held that all problems are reducible by science.

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[1] Preparation of this report was facilitated by detailed notes of Research Task Force proceedings developed by Linda Hewitt.

Research Directions

Future research needs to give considerable attention to program processes. As suggested by Task Force member Lilian Katz, researchers need to reframe their questions and goals so as to emphasize illumination, not proof. The type of research most likely to add useful knowledge to the child care field is that which examines the texture and detail of child care settings.

Much of the existing research on child care practices has been aimed at determining whether programs make a difference and not at the ways in which programs influence children. Evaluation research has tended to reduce intensive human service programs to a set of causal relationships that perpetuates the concept of the treatment as a static, unidimensional variable. The use of treatment-control research designs forecloses careful examination of variations in children's experiences in child care settings. A result of this research orientation is a growing body of data which suggests that child care workers can make a difference, that their contribution to the development of children is distinctive in relation to other influences (Powell, in press). However, this line of research is inherently limited in its ability to uncover the ways in which child care settings work. It does not enable us to identify the features or dimensions of programs that seem critical to the process of caring for young children.

Essentially we are arguing for a new perspective on program evaluation. It has been suggested that the primary method of evaluating early childhood programs should be to describe in detail what programs consist of and how they operate, and then hypothesize theoretically how a given program will affect children (Zimiles, 1977). Powell (in press) offered these ideas:

> Programs should be approached as a continuum or set of continua, as a multi-dimensional construct. It is efforts that tease out the salient components and social-psychological processes of child care settings that will make significant contributions to such conceptual frameworks as Maier's (1979) theoretical approach to the core dimensions of child care. To continue the practice of using only experimental-control group designs to examine child care programs may add to the argument that child care workers are effective, but will not specify the ways in which they are influential. And it is knowledge about the details of program structures and processes that holds the most promise for contributing to a viable body of child care data.

Research Questions

Task Force members identified many questions that researchers need to address. The questions may be organized into four areas: research on the profession, research on training, research on child care settings, and research on child development issues as they pertain to child care. Space limitations prohibit a listing of each of the research questions suggested during the conference. Several topics in each of the four areas will be mentioned here for purposes of illustration.

Regarding research on the profession, it was suggested that basic demographic data are needed on the characteristics of those who work with young children. We also need information on factors associated with staff attrition and retention. In addition, studies of the differences and similarities of work roles across child care settings are potentially useful for purposes of training and defining the scope of the field. Another set of research questions has to do with the effects of the occupation on workers; such issues as staff burn-out are important phenomena for researchers to study.

Research on the nature and effects of child care training programs was of great interest to Task Force members. Little is known about the nature and effects of training programs, both long- and short-term. Also, studies are needed regarding the selection of candidates for training programs, staff development efforts, and the effects of different styles of supervision.

Research on child care settings is needed to explore the diverse ways in which professionals relate to young children. What practices appear to be effective under what conditions? What social-psychological dimensions of the setting seem to be the most salient? What are the important physical attributes of the setting? In what ways do roles, interpersonal structures and activities impinge on child functioning within the setting?

Regarding the fourth area of research, there are many child development issues that need to be examined in relation to the use of child care. For example, in what ways is a child's concept of social relations affected by being cared for by adults who are strangers to the child's parents?

A good deal of time was spent at Task Force meetings discussing ways to organize conceptually the study of child care practices. Two schemes were given attention. Katz presented a 10-item matrix that includes such variables as program goals and objectives, candidate characteristics, staff characteristics, program content, and finances. Details may be found in Katz (1980). Another conceptual

tool is the four levels of analysis suggested by Bronfenbrenner (1977) for the study of human development. There is the immediate setting where care is provided (microsystem) relations between settings such as family and child care center (mesosystem), the immediate social context of the child care settings such as a neighborhood (exosystem), and the larger overarching culture (macrosystem).

Next Steps

What steps might be taken to increase the level of research activity regarding child care? Task Force members generated many answers to this question. A succinct listing follows.

First, research methods need to be an integral part of programs which train child care workers. It was suggested that one of the most effective ways to prepare students in introductory research methods is to have them identify and study a problem of keen professional interest. In this way methodologies will be learned in the process of generating knowledge, not divorced from application to research problems.

Second, greater technological sophistication is needed in the area of process research methods. In keeping with our interest in enhancing the status of qualitative research, it is necessary for child care researchers to refine methods of inquiry that focus on program processes. The validity of measures is particularly problematic.

Third, the field needs to play a more significant role in identifying the areas of child care that are studied. Child care workers need to help set the agenda for research. It was suggested that an advisory group of nationally-prominent child care educators and researchers should be established to make recommendations regarding funding decisions for child care research.

Fourth, improved avenues of information dissemination are needed. For parent audiences it was suggested that greater use could be made of television and breakfast cereal boxes for communicating information about child rearing. For professional audiences it was proposed that an information clearinghouse be established to exchange knowledge about child care practices. It also was suggested that greater use should be made of meetings of professional associations for disseminating research knowledge.

Fifth, a state-of-the-art of research related to child care is needed. Extensive literature reviews are missing in many domains of child care work. These reviews need to be carried out in a way that point to the implications for child care practice and to the information voids that researchers need to address.

Sixth, a support system is needed for child care researchers. Collaborative research is needed and relations with practitioners need to be strengthened. It was suggested that a traveling research institute be created to accomplish these tasks.

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NETWORKING TASK FORCE REPORT

Networking in Child Care

The purpose of this task force was to organize consideration of the formation of a national association of child care educators. Discussion leaders were Sue Doty, Austin Community College, Austin, Tx; Richard Goldman, Nova University, Ft. Lauderdale, Fl; Mark Krueger, The Child Care Learning Center, Milwaukee, Wi; and Paula Roden, State University College at Fredonia, NY. The meetings were not concurrent with the other task forces and thus all participants were free to attend and encouraged to do so.

Participants in these discussions included: persons from various types of child care work such as child life, residential child care, day care for children, youth work; persons active in various organizations such as the National Association for the Education of Young Children, the National Organization of Child Care Worker Associations, the Association for the Care of Children's Health, the National Youth Work Alliance; and persons representing various types of educational programs such as universities, community colleges, in-service training, and continuing education.

Participants felt that the meeting had already expanded their awareness of child care work and their network of colleagues. There was a strong sentiment that such communication should continue and would provide support both for themselves and for developing and maintaining quality programs. Consensus was reached that a communication network should be based upon a broad definition of education and open to all those concerned with educational issues, e.g. educators, trainers, and direct care practitioners. Further discussion indicated that many participants did not feel their needs were being met by current groups and associations.

At the same time questions were raised about the feasibility of creating a new and specific organization concerned with child care education. The practical issues of money, breadth of interest, perceived competition with other organizations, and the availability of time and energy to support the formation and activity of such a group were discussed. In addition the effectiveness of formal organizations in achieving collaboration and information exchange was questioned.

In summary, participants expressed a strong interest in developing a practical and effective network to facilitate collaboration, information exchange, and support.

The following suggestions for current activity were made:

1) Explore funding and structures to extend and continue the work of the present project;

2) Survey existing national groups to determine their concern with educators' issues;

3) Assess the needs of educators;

4) Assess the issues of concern to educators;

5) Explore alliances with existing groups.

PART III

ANALYSIS

This section presents a paper which summarizes, integrates, and comments on the initial phase of the Conference-Research Sequence in Child Care Education.

Child Care Education Issues for the 80's: An Analysis

Martha A. Mattingly and Karen VanderVen

The initial phase of the Conference-Research Sequence in Child Care Education has produced a large body of rich material concerned with educational issues in child care. This analysis presents the authors' consideration of some of the major issues which will occupy child care educators, trainers, and practitioners in the near future.

I. The Nature of the Child Care Field: Theoretical Foundations

A. The Ecological/ Developmental Perspective

The ecological/developmental approach, following Bronfenbrenner, indicates that influences on the development of children emerge not only from the immediate setting but also from the hierarchy of interacting and increasingly complex systems, ranging from the neighborhood to cultural values towards child rearing. This perspective is supportive of the concept of the practitioner as a change agent in the child's life space who has a significant influence over the variables which comprise quality care. The ecological/developmental perspective also indicates that the indirect modes of practice, involving intervention in the wider network of systems affecting children, are part of the child care field and should thus be included in educational preparation.

B. Care as Core

Traditionally, caregiving has evolved as a function which supports and serves other specialized or rehabilitative services and which can be provided by people possessing simply good will and common sense. It is now recognized that care is an essential and valued developmental service. Quality care is complex, with a variety of meanings, ways of being provided, and resulting effects. It embodies individual and cultural aspects of both the recipient and provider, as well as the context of the larger system in which it is delivered.

Indirect aspects of practice are significant in the provision of care; quality of supervision, administration, and similar activities affect the practice of direct caregivers. Also crucial in the caregiving function is the formulation and application of a research-based concept of care and its effective delivery. Developing this knowledge is a core mission of the field.

C. Differentiated Functions of Child Care

From a consideration of the ecological/developmental perspective and of care as the core of child care practice, four key functions of child care practitioners emerge: to keep the child safe, to enhance the child's functioning, to use the self effectively in the child care practitioner role, and to interact effectively with the community. The purpose of child care education is to prepare practitioners to fulfill these functions.

II. The Domains of Child and Youth Caring Work

A. Current Fragmentation

The continuum of child and youth caring service, which has been described by Small & Alwon, includes residential care, home-based intervention, community-based day care, specialized group settings, day treatment programs, community youth and recreation settings, day treatment programs, group homes, residential treatment and institutions. Child life work is also closely related. The current distinctions in the field occur along the dimensions of age (i.e., pre-school, adolescent), category (i.e., emotionally disturbed, mentally retarded), and setting (e.g., day care, group home). Funding for services, educational activities, and organizations have also tended to be similarly structured.

B. Perceived Similarities among the Varieties of Child and Youth Caring Work

The various areas of child and youth caring work have now developed sufficiently in theory, research, and practice concepts for it to be apparent that there are fundamental commonalities in a knowledge base and applied skills. This suggests a search for appropriate interactions which would provide a broader and stronger base for the field.

There is some question whether adult day and residential caregiving belongs to the same field.

C. A Broad-based Conceptualization of Child Care Work

The field has a fundamental commitment to the developmental enhancement, both physical and psychological, of children, youth, and their families, and on the reliable provision of care. There is an emphasis on shared experience in the life-

space including the effective use of groups, environments, life skills, and activities. In addition, practitioners are prepared to recognize developmental problems and to intervene in ways appropriate for their clients and setting. The caregiving enterprise needs to be described as an essential developmental service which requires knowledge and skill for reliable and effective delivery.

D. Distinctive Assumptions of Varieties of Child Care Work

The impact of specialized needs on the broad field should be considered. For example, a pathology orientation transferred to work with healthy young children would be particularly damaging to minority groups. Also, much effort has been devoted to the specification of the knowledge and skills necessary for work with specific populations. These insights need to be preserved as relationships among the variants of child care are explored.

III. Professionalization

Many feel that the professional model provides a useful basis for guiding the development of child care education and practice. Others debate as to whether child care should aspire to the traditional professional model of other human service disciplines. The point has been made that simply calling itself a profession will not achieve for the field the prerogatives that devolve upon better established disciplines.

Thus, the suggestion can be made that an attempt to actively adapt the child care field to the professional model already in existence may have a productive potential. Numerous activities in the field indicate that it is already embarked on a course leading it in this direction. These include the presence of professional and practitioner associations, established formal modes of education, activity towards establishing a knowledge base, development of indirect practitioners, and work towards establishing a credentialing system. Professionalization also can address some of the chronic problems which have hindered quality service delivery from the child care perspective, i.e., poorly understood role, little power, low pay, having job functions described by external sources rather than by the field itself, and the need for life-long career options in the field.

IV. Preparation for Practice

Educational preparation for practice in child care involves consideration of the structure, level, timing, content, and delivery system of the field; and of the particular needs and characteristics of the students.

A. Training and Education

Both training (orientation to a job and skill training) and education (transmission of a knowledge base, application of skills based on that knowledge base, and problem solving abilities) are necessary for comprehensive preparation for child care work.

B. Locus of Education and Training

Education and training should take place both within degree-giving units (i.e., colleges and universities) and outside of them (i.e., private agencies, state associations, workshops, seminars). Productive partnerships between degree-granting programs and external training and education activities would lead to non-traditional, flexible delivery which is linked into the identified content of the field and a recognized reward system. In general it would be assumed that the focus of degree granting institutions would be on education and that of others, on training.

C. Timing of Educational Preparation

Education and training should be delivered pre-service (i.e., preparation for entry level positions for those not yet in the field), inservice (agency-based activities which develop specialized skills necessary for effective practice in that agency), and during service (continuing education activities which are related to the credit-awarding and degree-giving system). More specifically, the scheduling of these activities should relate to the particular availability of the students who may be employed.

D. Level of Educational Preparation

Educational preparation for child care work should take place at all recognized levels of post-secondary education, i.e., associate through doctoral degree, with the possibility of certification at various levels not necessarily related to an academic degree. The baccalaureate degree with generic content transcending specific populations and settings might

be the first level of professional preparation for child care work. Associate degrees and earlier level certifications would relate to specific settings and populations. Post-baccalaureate programs would provide the opportunity for clinical specialization at a high conceptual and skill level, and preparation for indirect functions such as supervision and administration.

E. Sources of Knowledge

The ecological/developmental approach focuses on systems, multiple influences, the complexity of care, and the generic orientation. All suggest that the sources of knowledge for the child care field reach across disciplines, cultures, and occupations. The knowledge base includes the nature of child development, influences on development, and their relationships to effective child care practice.

F. Curriculum

The core knowledge of the child care field would comprise a curriculum including the following:

1. Knowledge

Human development and behavior, normal and atypical, including physiological; adult and family
Systems, including institutions and organizations; cultural influences
Nature of the profession
Theoretical approaches to development and treatment
Environmental design and programming

2. Clinical Skills

Interpersonal interaction and communication
Behavior management
Group process and dynamics
Parent education and guidance
Treatment planning
Assessment, e.g., observation
Special situations
Basic health care
Professional skills
Indirect skills, e.g., supervision, administration, teaching other adults, consultation
Research, e.g., problem solving, research generation and application

C. Knowledge Delivery

Curricula should be competency based, and focus on practice outcomes of learning.

Liberal arts should be a fundamental base on which core and specific education is built.

Theory and practice should be included in all curricula and taught concurrently.

Curriculum content and field work should be developmentally sequenced in line with both content and learner characteristics, and entry abilities should be identified.

A generic core encompassing and integrating the domains of the field should be included in the child care curriculum. This permits career flexibility as well as client and setting transferability. Specific approaches and orientations should also be included and built on the generic core.

Curriculum should encompass a conscious socialization process with emphasis on values clarification.

Field work is essential, and should focus on practice outcomes, be well supervised, and reflect established standards.

Close relationships should exist between the various educational delivery systems in the field, i.e., child care agencies, degree granting institutions, and professional organizations.

Teaching strategies should be related to learner characteristics, model the caregiving process, and encompass experiential and guided skill development as well as didactic approaches.

Instructors in child care need to have direct line experience, ongoing involvement in the practice arena, appropriate academic credentials, knowledge of teaching adults, and a primary commitment to child care.

Evaluation of knowledge delivery systems is essential and should involve consumers as well as deliverers, i.e., students, field staff.

Potential students have a wide range of demographic characteristics and come from a variety of practice arenas, both direct and indirect. Student needs for flexible programming and meaningful credentials must be recognized.

V. Research as Core

A. Essential for Integrity of the Field

Research is essential in order to generate the basis for knowledge and practice of the field. It also establishes a mechanism for the critical review of both knowledge and practice as well as encouraging an assessment of the effectiveness of service delivery.

B. Appropriate Research Orientation and Agenda

A research orientation which utilizes the rich perspective of the child care setting and practitioner needs to be developed. Effective methods which address the agenda of the field are also needed.

C. Essential in Child Care Education

Problem identification and solving skills are an essential aspect of child care education.

VI. Networking

A practical and effective network to facilitate collaboration, information exchange, and support around educational issues is badly needed. It should be based on a broad definition of education and open to all those concerned with education issues, e.g., educators, trainers, and direct care practitioners.

There are a variety of potential networks which could be considered:

1. alliances with existing groups,
2. a clearinghouse for research and program information,
3. a journal or newsletter,
4. an organization devoted to the discussion of educational issues,
5. a National Council for practitioners and educators for information exchange, standard setting, and support for program development.

VII. Demonstration of Impact on the Quality of Care Delivered to Children and Youth

The long-term effectiveness of efforts to improve the education of child care practitioners will be determined by the extent to which they are able to positively change the delivery of care and the child

care system as a whole. Thus, the components of the educational delivery system must be sufficiently articulated so that they can be reliably replicated. This can be done without excessive rigidity and within an atmosphere of creative tension among proponents of various viewpoints. Such a process will result in a methodological basis for assessing the relationship between various educational variables and positive changes in child care practice. We can then say with conviction that education of practitioners in child care does more than something that is 'good for' children.

VIII. Future Directions

A. Domains

1. Search for appropriate interactions among the varieties of child care which would strengthen the field.

2. Describe the complexity of the caregiving enterprise and establish care as an essential developmental service which requires knowledge and skill for reliable and effective delivery.

3. Further describe and explore the scope of the broad field.

B. Educational Preparation

1. Continue to consider the relationship of child care to other human service areas.

2. Establish a recognized level of initial professional preparation.

3. Recognize the knowledge base of the field

4. Articulate in sequential form the academic levels and appropriate competencies in terms of content and skills

5. Define curriculum balance relating to liberal arts/professional, generic/specialization, knowledge/skill, classroom/field, normal/atypical, direct/indirect care.

6. Define standards for field placement.

7. Design alternative educational formats for ensuring competencies.

8. Consider relationships with external organizations around curricular and knowledge delivery.

9. Define the characteristics of qualified child care educators.

C. Research

1. Integrate research into programs preparing child care workers.

2. Encourage greater technological sophistication in process research.

3. Set own research agenda by identifying areas in need of research.

4. Improve avenues of information dissemination both to lay and professional audiences.

5. Create a support system for child care researchers to facilitate collaboration and resources.

D. Networking

1. Survey existing national groups to determine their concern with educators issues.

2. Assess needs of educators.

3. Assess educational issues of concern to educators, trainers, and practitioners.

4. Explore possibility of a clearinghouse for research and program information.

5. Explore alliances with existing groups.

6. Seek resources to continue the work of the project.

E. Impact

1. Demonstrate the impact of the advancement of the field on the quality of care.

2. Develop methodologies to assess this impact.

APPENDICES

A. 1980 Task Force Leaders

B. Advisory Board

C. Annotated Bibliography of Background Papers

D. Partial Listing of Organizations Related to Child Care

E. Results of Evaluation of Initial Conference

F. Current Credentialing Efforts in Child Care

APPENDIX A

1980 Task Force Leaders

Scope Task Force

F. Herbert Barnes, Connecticut Junior Republic, Litchfield, CT
Barbara Bowman, Erikson Institute for Early Education, Chicago, IL

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Donald Peters, Pennsylvania State University, University Park, PA

Curriculum Task Force

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Francis Vandivier, Temple University, Philadelphia, PA

Research Task Force

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Douglas Powell, Wayne State University, Detroit, MI

Networking Task Force

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Richard Goldman, Nova University, Ft. Lauderdale, FL
Mark Krueger, The Child Care Learning Center, Milwaukee, WI
Paula Roden, State University College at Fredonia, Fredonia, NY

APPENDIX B

Advisory Board

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President, Interassociation Child Care Conference

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Member, Ad Hoc Committee on Group Care, Child Welfare League of America
Charter Board Member, International Association of Educateurs, American Branch (AIEJI)
Founding Editor, Residential and Community Child Care Administration
Associate Editor, Child Care Quarterly

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Secretary, Pennsylvania Association of Child Care Agencies
Council Member, Pittsburgh Association for the Education of Young Children

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President, Pittsburgh Association for the Education of Young Children

Sue Doty, Ph.D., Department Head, Human Services, Austin Community College, Austin, TX
Secretary, National Organization of Human Service Educators
Member, National Policy Council, National Association of Prevention Professionals

Mary Jane England, M.D., Commissioner, Department of Social Services, Commonwealth of Massachusetts, Boston, MA

Roy Ferguson, Ph.D., Director, School of Child Care, University of Victoria, Victoria, British Columbia, Canada
Member, Capital Region Child Health Care Council, British Columbia
Editorial Board, Children in Contemporary Society

Richard Goldman, Ph.D., Director, Center for the Advancement of Education, Nova University, Ft. Lauderdale, FL
Board of Directors, Title XX, Broward County
Advisory Board Member, Vocational-Technical Program in Early Childhood, Broward County Schools.

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Chairperson, Research and Study Committee, National Organization of Child Care Worker Associations.
Board Member, Wisconsin Association of Child Care Workers

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Board of Directors, American Association of Workers for Young Children
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Research Committee, Canadian Society for Autistic Children
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APPENDIX C

Annotated Bibliography of Background Papers

Cynthia E. Rubenstein

This bibliography presents abstracts of the current papers prepared for the Project. The listing includes the original task force background papers, responses to specific papers, reports of survey results, and additional material generated by the first conference. Through June 1982 unpublished papers can be purchased at nominal cost from the Conference-Research Sequence in Child Care Education, 212 Pennsylvania Hall, University of Pittsburgh, PA 15261. After that time, inquiries should be directly to the authors.

Almy, M. Education and training for day care: Implications for child care education. Child Care Quarterly, 10(3), Fall 1981.

> Training for day care providers in both traditional and non-traditional settings is described, and the prospects for incorporating it into a more broadly based system of child care education is discussed.

Austin, D. Formal education preparation: The structural prerequisite to the professional status of the child care worker. Child Care Quarterly, 10(3), Fall 1981.

> Improvement in the status of child care workers will not occur without strong professional associations, regulation of qualifications and responsibilities of caregivers and enforcement of pre-service educational requirements.

Barnes, F. H. The child care worker: A conceptual approach. (Unpublished paper, 1980, F. Herbert Barnes, Connecticut Junior Republic, Litchfield, CT).

> This paper outlines an approach to child care practice which is based on the professional's ability to integrate the child's total experience in a meaningful, growth-enhancing manner.

Beker, J. and Maier, H. Emerging issues in child and youth care education: A platform for planning. Child Care Quarterly, 10(3), Fall 1981.

The authors suggest that the locus of understanding and effort in child care is shifting from individual and group work to broader interpersonal systems. The resulting interconnectedness contains implications for educational programs in the child care field.

Blase, K. and Fixsen, D. Structure of child care education: Issues and implications for educators and practitioners. Child Care Quarterly, 10(3), Fall 1981.

This paper focuses on the structure of child care education while integrating some major issues with respect to the role of child care worker, the content of training and education, and research and evaluation.

Bowman, B. T. Professionalization and the early child development specialities. (Unpublished paper, 1980, Barbara Bowman, Erikson Institute for Early Education, Chicago, IL).

The need for professional organization is outlined. Such a move is seen as contributing to the power to set standards and training requirements, to seek increased wages, to work toward improved working conditions, and to serve as client advocates.

Garbarino, J. Comments on "Education and training for day care." (Unpublished paper, 1980, James Garbarino, The Pennsylvania State University, University Park, PA).

This paper questions the major points discussed by Almy, citing the lack of funding possibilities as an overwhelming obstacle in day care training and education.

Garduque, L. Comments on the structure of child care education. (Unpublished paper, 1980, Laurie Garduque, The Pennsylvania State University, University Park, PA)

Blase's definition of the structure of child care education is extended by placing the issues in a broader social and political context which reflects the values and belief systems of the field.

Jozwiak, J. Thoughts on the role of the residential child care worker. (Unpublished paper, 1980, Brother Joseph Jozwiak, La Salle School, Albany, NY).

The unique position of child care workers is described in terms of the special qualities which the individual brings to the specific workplace.

Kaminstein, P. The child care worker: A jack of all trades or a master of one? (Unpublished paper, 1980, Philip Kaminstein, Berkshire Farm Institute for Training and Research, Inc., Canaan, NY).

The responses from residential settings to survey questions on tasks and competencies needed by child care practitioners are reported by frequency of response. Awareness of self, skills in observation and communication, knowledge of human growth and development, and ability to meet basic nurturance needs were cited most often.

Kelly, C. Curriculum...A conceptual framework. (Unpublished paper, 1980, Carol Kelly, University of California at Northridge).

A conceptual framework for analyzing and developing curricula is proposed. Essential elements include identification of values, clearly defined goals, organization of effective learning experiences and ongoing evaluation.

Klugman, E. Analysis of survey results: Tasks and competencies for child care workers. (Unpublished paper, 1980, Edgar Klugman, Wheelock College, Boston, MA).

The day care results to the same survey questions are used to develop a generic framework of competencies comprised of an appropriate knowledge base, interpersonal understandings and skills, intrapersonal capacities and awareness, and the ability to utilize knowledge.

Mattingly, M. A. Child care credentials: What and why. Child Care Quarterly, 10(3), Fall 1981.

Credentialing efforts in child care are defined and described within the framework of a field clarifying its identity. Various types of credentials are considered, and a conclusion supporting individual credentials is drawn.

Peters, D. Up the down escalator: How to open the door. Comments on professionalism and academic credentials. Child Care Quarterly, 10(3), Fall 1981.

This paper discusses professionalization in relation to academic settings, calling for the development of senior academic leadership and graduate education which emphasizes the synthesis of knowledge and practice.

Peterson, R. Reflections on the content, focus and progress of professionalization. (Unpublished paper, 1980, Ray Peterson, Oregon State Hospital, Salem, OR).

This paper cautions against allowing professionalization to eclipse a commitment to caring. The conflict of interest between agencies and caregivers is presented as an issue meriting further consideration.

Porter, C. J. The case for inductive inquiry in the child care profession. Child Care Quarterly, 1982 (in press).

The deductive and inductive approaches to research methodology are presented within the context of personal assumptions. A position supporting qualitative research for the child care field is developed.

Porter, C. J. Views on professionalization of child care. (Unpublished paper, 1980, Carol Porter, University of Pittsburgh, PA).

The results of survey questions relating to the professionalization of the child care field are reported, and differences between responses from residential and day care settings are highlighted.

Porter, C. J. and Rubenstein, C. E. Focus on Child Care Education: A National Effort. Child Care Quarterly, 10(3), Fall 1981.

This paper describes the Conference-Research Sequence in Child Care Education, including a discussion of planned outcomes of the project.

Powell, D. R. The role of research in the child care profession. Child Care Quarterly, 1982 (in press).

The author proposes a research perspective which examines the dimensions and details of child care settings. Such knowledge is needed for professional enhancement of the field.

Rubenstein, C. E. Demographic information from the national survey. (Unpublished paper, 1980, Cynthia Rubenstein, University of Pittsburgh, PA).

A compilation of the demographic data supplied by survey respondents is presented. Information regarding responsibilities, educational background and salary level is included.

Small, R. and Alwon, F. Education and training for professional child care: Present structure, issues and recommendations for an emerging profession. (Unpublished paper, 1980, Richard Small, State House, Boston, MA).

This review focuses on education for practice in specialized group settings by tabulating the number of existing academic programs and describing the structures of in-service training. Social policy considerations are seen among the priority issues facing the profession.

Toigo, R. Child care - occupation or profession: Searching for clarity. Child Care Quarterly, 10(3), Fall 1981.

Unresolved ambiguities in the status of child care work are examined through the contrasting perspectives of occupation and profession.

VanderVen, K. The nature of professional education: Implications for child care. Child Care Quarterly, 10(3), Fall 1981.

This paper proposes a set of specific recommendations for professionalization of child care through the educational process. The relationships between child care education and recognized criteria for professional curricula are described.

Winkelstein, E. Structure of child care education: Issues and implications for educators and practitioners. (Unpublished paper, 1980, Ellen Winkelstein, Roosevelt University, Chicago, IL).

From an early childhood perspective, the author elaborates on the issues discussed by Blase by noting additional dimensions of pre- and in-service training, supplemental literature, and innovative training efforts.

APPENDIX D

Partial Listing of Organizations Related to Child Care

Cynthia E. Rubenstein and Susan Meehan

The purpose of compiling a list of organizations is to provide a broad-based network for sharing relevant information. In addition, an awareness of some of the existing associations may help individuals to establish new contacts throughout the field. The National Directory of Children and Youth Services contains brief descriptions of some of the organizations which are included in the listing. An updated edition of this directory is available from Child Protection Reports, 1301 20th Street N.W., Washington, D.C. 20036. Listings of state organizations and affiliates of national groups may be obtained from the Conference-Research in Child Care Education, 212 Pennsylvania Hall, University of Pittsburgh, Pittsburgh, PA 15261.

National Organizations

American Association of Colleges for Teacher Education
1 Dupont Circle
Washington, D.C. 20036
202-293-2450

American Academy of Child Psychiatry
1424 16th St. N.W. #201A
Washington, D.C. 20036
202-462-3754

American Academy of Pediatrics
1801 Hinman Ave.
Evanston, IL 60204
312-869-4255

American Association of Psychiatric Services for Children
1725 K. Street N.W., Suite 1112
Washington, D.C. 20006
202-659-9115

American Bar Association
1155 E. 60th St.
Chicago, IL 60637
312-947-4000
Family Law Section:
312-947-3851
Special Committee on Youth Education:
312-947-3960

American Civil Liberties Union
Juvenile Rights Project
132 W. 43rd St.
New York, NY 10016
212-944-9800

American Council of Human Services
c/o College for Human Services
201 Vauck Street
New York, NY 10014
212-988-2002

American Educational Research Association
1230 17th Street N.W.
Washington, D.C. 20036
202-223-9485

American Humane Association
Children's Division
9725 E. Hampten
Denver, CO 80231
303-779-1400

American Mental Health Counselors Association
140 E. Shamrock Ave.
Dover, DE 19901
302-697-6431

American Orthopsychiatric Association
1775 Broadway
New York, NY 10019
212-586-5690

American Psychological Association
1200 17th St. N.W.
Washington, D.C. 20036
202-833-7600

American Psychiatric Association
1700 18th St. N.W.
Washington, D.C. 20009
202-797-4900

American Public Welfare Association
1155 16th St. N.W.
Washington, D.C. 20036
202-833-9250

Association for Childhood Education International
3615 Wisconsin Ave., N.W.
Washington, D.C. 20016
202-363-6963

Association for Children with Learning Disabilities
4156 Library Rd.
Pittsburgh, PA 15234
412-341-1515

Association for the Care of Children's Health
3615 Wisconsin Ave. N.W.
Washington, D.C. 20016
202-244-1801

Association on American Indian Affairs, Inc.
432 Park Ave. S.
New York, NY 10016
212-689-8720

Child Abuse Committee
National Legal Resource Center for Child Advocacy and Protection
1800 M St. N.W. 2nd Fl. S
Washington, D.C. 20036
202-331-2250

Child Welfare League of America, Inc.
67 Irving Pl.
New York, NY 10003
212-254-7410

Children's Defense Fund
1520 New Hampshire Ave. N.W.
Washington, D.C. 20036

Children's Rights, Inc.
3443 17th St. N.W.
Washington, D.C. 20010
202-462-7573

Coalition for Children and Youth
815 15th St. N.W., Suite 600
Washington, D.C. 20005
202-628-6800

Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091
703-620-3666

Council on Adoptable Children, Inc.
875 Avenue of the Americas
Rm. 200
New York, NY 10001
212-279-4525

Council on Standards in Human Service Education
Human Services Program
Western Washington University
Bellingham, WA 98225
206-676-3210

Day Care and Child Development Council of America
711 14th St. N.W.
Washington, D.C. 20005
202-638-2316

Education Commission of the States
1860 Lincoln St. Suite 300
Denver, CO 80295
303-861-4917

Family Service Association of America
44 E. 23rd St.
New York, NY 10010
212-674-6100

Interstate Consortium on Residential Child Care
Department of Human Services
222 South Warren St.
Trenton, NJ 08625
609-984-5585

National Academy of Certified Clinical Mental Health Counselors
10700 62nd St.
Temple Terrace, FL 33617
813-988-0623

National Action for Foster Children
7301 Bradley Blvd.
Bethesda, MD 20034
301-365-4294

National Assembly of National Voluntary Health and Social Welfare Organization
291 Broadway
New York, NY 10007
212-267-1700

National Association of Black Social Workers
1969 Madison Ave.
New York, NY 10019
212-369-0639

National Association of Children's Hospitals and Related Institutions
Independence Mall, Suite 34
1601 Concord Pike
Wilmington, DE 19803
302-571-0082

National Association for the Education of Young Children
1843 Connecticut Ave. N.W.
Washington, D.C. 20007
202-232-8777

National Association of Homes for Children
200 S. Tryon St., Suite 1500
Charlotte, NC 28202
704-376-0291

National Association of Human Service Technologies
11th and L Building, Suite A
Sacramento, CA 95814
916-444-3772

National Association of Social Workers
1425 H St. N.W.
Washington, D.C. 20005
202-628-6800

National Black Child Development Institute, Inc.
1463 Rhode Island Ave. N.W.
Washington, D.C. 20005
202-387-1281

National Center for Community Action
1328 New York Ave. N.W.
Washington, D.C. 20005
202-667-8970

National Center for the Study of Professions
1527 New Hampshire Ave., N.W.
Washington, D.C. 20036
202-232-2204

National Commission on Resources for Youth
36 W. 44th St.
New York, NY 10036
212-840-2844

National Organization of Child Care Worker Associations, Inc.
67 Irving Place
New York, NY 10003
212-254-7410

National Mental Health Association Headquarters
1800 N. Kent St., 2nd Fl.
Arlington, VA 22209
703-528-6405

National Committee for Prevention of Child Abuse
111 E. Wacker Dr., Suite 510
Chicago, IL 60601
312-565-1100

National Conference on Social Welfare
1730 M St. N.W., Suite 911
Washington, D.C. 20036
202-785-0817

National Consortium for Child Mental Health Services
1424 16th St. N.W. #201A
Washington, D.C. 20036
202-462-3754

National Council of Juvenile and Family Court Judges
University of Nevada
P.O. Box 8000
Reno, NV 89507
702-784-6012

National Council of State Committees for Children and Youth
39 Kirkland St.
Cambridge, MA 02138
617-876-9023

National Council on Crime and Delinquency
Continental Plaza
411 Hackensack Ave.
Hackensack, NJ 07601
202-488-0400

National Councils of Mental Health Centers, Inc.
2233 Wisconsin Ave., N.W.
Suite 322
Washington, D.C. 20007
202-337-7530

National Education Center for Paraprofessionals in Mental Health
18 Professional Center Parkway
San Rafael, CA 04903
415-472-2800

National Network of Runaway and Youth Services, Inc.
1705 DeSales St. N.W. 8th Fl.
Washington, D.C. 20036
202-466-4212

National Organization of Human Services
P.O. Box 999
Loretto Station
Denver, CO 80236
218-751-4310

National Organization of Human Service Educators
c/o Mental Health Technology Program
Indiana University-Purdue University
2101 Coliseum Boulevard East
Fort Wayne, IN 46805
219-482-5861

National Urban League
500 East 62nd St.
New York, NY 10021
212-644-6678

National Youth Work Alliance
1346 Connecticut Ave. N.W.
Washington, D.C. 20036
202-785-0764

New Careers Training Laboratory
CASE/CUNY Room 1217
Graduate School/University Center
33 West 42nd Street
New York, NY 10036
212-840-1265

Organization of Regional, State, and Provincial Child Care Associations
Child Welfare League of America
Suite 310
1346 Connecticut Ave., N.W.
Washington, D.C. 20036
202-833-8020

Paraprofessional Manpower Branch
National Institute of Mental Health
Parklawn Bldg., Room 8C-21
5600 Fishers Lane
Rockville, MD 20857
301-443-1333

Save the Children (National Office)
48 Wilton Rd.
Westport, CT 06880
203-620-4900

Save the Children (Southern
States Office)
1182 W. Peachtree St.
Suite 209
Atlanta, GA 30309
404-885-1578

Southern Association for
Children Under Six
Box 5403
Brady Station
Little Rock, AR 72215
501-227-6404

Southern Regional Education
Board
130 Sixth St. S.W.
Atlanta, GA 30313
404-875-9211

Canadian Organizations

Alberta Association of Child
Care Centres
#1 8207-104 Street
Edmonton, Alberta
T6E 4E7

British Columbia Child Care
Services Association
#302 2515 Burrard Street
Vancouver, British Columbia
V6J 3J6

Canadian Psychological Association
558 King Edward Ave.
Ottawa, Ontario
K1N 7N6

Child Care Worker's Association
of Alberta
Box 63, Station T
Calgary, Alberta
T2H 2G7
-or-
Box 11360
Edmonton, Alberta
15J 3K6

Child Care Workers Association
of Ontario
Box 90
Neston, Ontario
M9B 3M6

L'Association des Psycho-Educateurs du Quebec
Val-Estrie Cartie Psycho-Educatif
Case Postale 180
Waterville, P. Quebec
JOB 3HO

Clearinghouses/Resource Centers

Child Welfare Information Exchange
c/o Mott-McDonald Associates
11 Eye St. N.W. Suite 501
Washington, D.C. 20006
202-331-0028

National Center on Child Abuse and Neglect Clearinghouse
P.O. Box 1182
Washington, D.C. 20013
202-755-8208

National Clearinghouse for Home-Based Services to Children
University of Iowa
Institute of Child Behavior and Development
Oakdale, IA 52319
319-353-5076

National Indian CA/N Resource Center
Native American Coalition of Tulsa
P.O. Box 2646
Tulsa, OK 74119
918-663-7843

National Legal Resource Center for Child Advocacy and Protection
American Bar Association/ Young Lawyers Division
1800 M St. N.W. 2nd Fl. S.
Washington, D.C. 20036
202-331-2250,

National Minority Resource Center
Texas Migrant Council
P.O. Box 917
Laredo, TX 78040
512-722-5174

National Professional Child Abuse and Neglect Center
National Association of Social Workers
American Public Welfare Association
1425 H St. N.W.
Washington, D.C. 20005
202-628-6800 Ext. 34

National Resource Center for Minority Populations
Alliance of Black Social Workers
1540 N. 20th St.
Philadelphia, PA 19121
215-235-1626

National Resource Center for Minority Populations
Alliance of Black Social Workers
1924 W. Diamond St.
Philadelphia, PA 19121
215-235-1626

Project Share
c/o Aspen Systems Corp.
P.O. Box 2309
Rockville, MD 20852
301-468-2442

APPENDIX E

Results of Evaluation of Initial Conference

Cynthia E. Rubenstein

The purpose of the conference evaluation was to collect participant's comments on the effectiveness of the initial conference. Open-ended questionnaires were placed in each registration packet. 170 surveys were distributed and 47 were returned. Suggested subtopics were included to be used as guidelines in structuring the answers. The responses varied widely across the sub-topics and the number of responses for a given question generally do not total 47.

The first question solicited comments on the relevancy, additions and/or deletions, and the content of the Task Force discussion topics. Twenty-six respondents indicated that the topics were relevant and 11 respondents proposed additions or deletions. Seven respondents rated the topics as unclear or irrelevant.

The following comments provide samples from each subtopic:

Relevant

"Relevant topics. Task force first brought in the diversity of the human service field and all its facets and then lead us to see that there is a commonality."

Additions/Deletions

"The whole area of politics/policy and strategy will need to be added to the process."

Irrelevant

"Topics included large chunks of irrelevant subjects. There was a lack of goals or at least a fair amount of confusion about the goals."

Questions #2 asked for comments on the organization of the working session formats and presenters. Most respondents supported the adequacy of the organization (26) and the acceptability of the presenters (8). Sixteen respondents were dissatisfied with the organization of the sessions, and 6 felt there was variability in the presenters' abilities.

Questions #3 requested opinions on the usefulness of the working papers and the adequacy of examination time. Twenty-two respondents felt that the papers were helpful, 7 felt that the papers were somewhat helpful, and 9 respondents did not find the papers to be useful. The responses were divided on the issue of adequate examination time. Ten respondents were satisfied with the time frame, while 11 wanted more time to read the papers than was allotted in the format of the paper distribution process. (Examination time varied with each task force but averaged 2-4 weeks.)

The fourth question concerned the networking process. The question asked "with whom and for what purpose are you planning to share information, and by what means of circulation?" The responses indicated that networks between participants were developing. Some respondents also intended to extend the process by sharing conference information with local colleagues. Many participants anticipated this summary document as a primary means of dissemination. The responses also indicated the willingness of participants to implement the Conference outcomes into their professional activities. The following charts illustrate the various ideas for dissemination of information proposed by respondents:

Dissemination with whom:

conference participants	allied agencies	colleagues	home agency
12	5	9	3

Purpose of dissemination:

discuss with local colleagues	use in personal research	use in curriculum planning	keep in touch with new friends	training
6	2	3	1	1

Means of dissemination:

summary of conference	writing & publishing	report to organizations	local presentations & papers
14	4	2	1

The fifth question solicited recommendations for the continuation of the Project. The majority of responses (19), indicated a desire for a second meeting, which is scheduled for December 1-4, 1981. Some of the suggestions from respondents have been implemented in structuring this conference. Five respondents suggested publishing information as a means of continuing the work of the Project. At the present time, various papers are in preparation for publication.

Additional Comments

"made me aware of a field I know nothing about (residential child care). I plan to pursue discussions and visit with people in that field to see what practical links can be established with day care."

"My final comment is a series of questions. How serious is the intent of this project to unify all child caring work into a single profession? In what kind of time frame? Why? What benefits will result and for whom? These and other questions must be dealt with up front and answers or compromises accepted as basic assumptions before such a movement can really be underway. Lest I sound too negative, I found the conference and the discussion of participants extremely stimulating. It was a fine think tank, and unfortunately most of us rarely have the opportunity to participate in such an exercise anymore. If the conference is to be more than an exercise, however, much more groundwork must be laid. It will take a good deal of time and hard work."

"Conference has been a real learning experience. Great opportunity to meet new people with diversified backgrounds."

"It appeared to me that the workshop organizers were in some way struggling with their roles and authorities in structuring the conference. On one hand it appeared they had some excellent ideas which they wanted the participants to pursue and develop. However, there was a reluctance (fear?) of being too directive, or controlling, given the population of the conference. What seemingly occurred was a semi-structured or goalless format which the organizers felt the participants would buy as being creative and non-controlled (or directed) but which would support the directions which the organizers wanted for this conference. Those directors appeared to be grounded in what they perceived was needed for the furtherance of the project ...Aside from the proceeding, I found the conference to be time well spent in that there were many important discussions and I came away with many new ideas."

"I think the overall conference was excellent - the stature of all the people that I worked with or talked with informally was high. The work of the conference staff from University of Pittsburgh was exemplary in everyway. I've run a national conference and I know the work that goes in the setting up and carrying off such an endeavor. Thank you!"

Conclusion

The opinions offered in the evaluations have contributed to the format and organization of the second meeting. The responses also indicated that the initial conference outcomes are touching upon groups of individuals in a variety of settings. This activity meets an important goal of the Conference-Research Sequence in Child Care Education.

APPENDIX F

Current Credentialing Efforts in Child Care

Martha A. Mattingly

I. Child Development Associate Program (CDA)

Under federal auspices, provides for training, assessment, and competency based credentialing of child care staff in various programs with a focus on the care of children ages three to five.

The current contract includes the additional task of developing competencies and assessment procedures for home visitors, family day care providers, infant care providers, and caregivers of handicapped children.

Contact: CDA National Office
Bank Street College
1341 G Street NW
Suite 802
Washington, D.C. 20005

II. Associations of Child Care Workers

A. National Organization of Child Care Workers Associations (NOCCWA).

A federation of state associations of child care workers. The groups are concerned with the child caring function broadly defined. However, there is currently substantial emphasis on residential group care. The Standards and Certification Committee is exploring the possibility of a national credential for child care workers.

Contact: Barry L. Moyer
c/o Lutheran Homes
2411 Seaman St.
Toledo, OH 43605

B. State Associations of Child Care Workers

Association of Child Care Workers (New York)
Active certification process

Contact: Charles B. Burrell
Chairperson - Certification Committee
120 Park Ave.
Schenectady, NY 12304

Illinois Association of Child Care Workers
Active certification process

Contact: Mary Sue Lyon
542 S. Dearborn, Room 1003
Chicago, IL 60605

Ohio Association of Child Care Workers
Active certification process

Contact: Barry L. Moyer
c/o Lutheran Homes
2411 Seaman St.
Toledo, OH 43605

Michigan Association of Child Care Workers
Will begin to certify workers by the end of 1981

Contact: Kevin O'Brien
1031 Dayton St.
Davison, MI 48423

Wisconsin Association of Child Care Workers
Have begun to certify workers

Contact: Vera Pina
151 South 84th St.
Milwaukee, WI 53214

Pennsylvania Association of Child Care Workers (not affiliated with NOCCWA)
Certification process almost ready for implementation

Contact: David Austin
Ridge Crest Developmental Maximization Unit
P.O. Box 266
Sellersville, PA 18960

III. The Association for the Care of Children's Health

The Child Life Activity Study Section Position Paper 1980 presents: the rationale for child-life programs, the essential goals of child-life programs, and standards for personnel.

Standards for certification are being discussed at the national association meeting in May 1981.

Contact: Beverly Hudson
4117 W. Rochelle Rd.
Irving, TX 75234

IV. Southern Regional Education Board (SREB)

A regional interstate compact organization of Southern states established to facilitate the effectiveness of higher education through planning and coordinating activity. A project to design a system for the certification of paraprofessional mental health workers on the basis of effective competencies is currently underway.

Contact: Harold McPheeters, Ph.D.
Southern Regional Education Board
130 Sixth St.
Atlanta, GA 30313

V. Council for Standards in Human Service Education

A national organization providing standards and assistance to coordinate and improve human services education programs. Standards have been developed for program approval for the associate and bacculaureate levels.

Contact: Council for Standards in Human Service Education
c/o Program Approval Project
Southern Regional Education Board
130 Sixth St., NW
Atlanta, GA 30313

VI. Other Standards of Interest

A. Child Welfare League of America (CLWA)

The league has developed standards and offers a voluntary certification program for child welfare services including: adoption service, foster family service, child protective service, homemaker service for children, services of child welfare institutions, day care service, services for unmarried parents, group home services for children.

Contact: Child Welfare League of America
67 Irving Place
New York, NY 10003

B. Joint Commission on Accreditation of Hospitals

Consolidated Standards for Child, Adolescent, and Adult Psychiatric Alcoholism, and Drug Abuse Programs.

Contact: Joint Commission on Accreditation of Hospitals
875 N. Michigan Ave.
Chicago, IL 60611

C. Council on Accreditation of Agencies Serving Families and Children

The council has set standards (Provisions for Accreditation of Agencies Serving Families and Children) and offers an agency accreditation process for service in the following areas: family counseling; family advocacy; family life education, development and enrichment; service for children in their own homes; child protective service, service for unmarried or adolescent parents; day care service for children; foster family service for children; group home service for children; child caring institutions; and adoption service. There are two additions to the provisions: 1) Service Section W: Residential Treatment Center/Intensive Clinical Service, and 2) Service Section V: Mental Health Service for Families and Individuals.

Contact: Council on Accreditation of Services
for Families and Children
67 Irving Place
New York, NY 10003

D. National Association of Homes for Children (NAHC)

The association provides a peer review agency accreditation process and have published standards for non-profit institutions and group homes providing residential group care for children.

Contact: National Association of Homes for Children
200 South Tryon St., Suite 1500
Charlotte, NC 28202

E. Interstate Consortium on Residential Child Care

A consortium of purchasers, providers, and regulators of residential child care in several states which has developed standards for residential facilities contained in the Guidebook on Residential Child Care.

Contact: Interstate Consortium on Residential Child Care
Department of Human Services
Capital Place One
Trenton, NJ 08625

F. Regulations for Intermediate Care Facilities - Mental Retardation (ICF-MR)

Contact: Mr. Frank Pierce
Department of Public Welfare
Office of Mental Retardation
Room 302
Health and Welfare Bldg.
Harrisburg, PA 17120